



Job Description

Position Title: School Counselor

Employee Group: Teacher

FLSA: Exempt

Supervisory Responsibilities: Students

Reports to: Building Administration and Director of Student Services

Qualifications:

1. Wisconsin Department of Public Instruction Certification 7054.
2. Masters Degree in School Counseling or related field.
3. Demonstrated proficiency in collaborating with families, staff and external agencies.
4. Ability to assume responsibility, display initiative, think critically and exercise good judgment.

Preferred experience:

Working with diverse student populations.

Use of Academic and Career Planning tools in a comprehensive school counseling program.

Participation in collaborative teaching teams or professional learning communities.

General Responsibilities:

The professional school counselor is a student advocate, leader, collaborator, and facilitator of system change. Delivers a comprehensive counseling program seeking to foster and expand an equitable, inclusive school environment. Counselors support students in the areas of academic achievement, career development, social/emotional development and mental health ensuring students become productive, well-adjusted citizens. School Counselors uphold the ethical and professional standards of American School Counseling Association (ASCA), and other applicable professional counseling associations, and promote the development of the school counseling program. Student Services staff consistently reflect how their personal experiences and biases impact their ability to effectively support all students. They understand their role as a collaborator and work with other staff, students, and the community to redesign the system in a manner which equitably supports all students and families.

Essential Functions: *Other duties may be assigned. This list is illustrative only and is not a comprehensive listing of all functions and tasks performed by incumbents.*

ESSENTIAL FUNCTIONS:

A. Communication and Collaboration

- Establishes rapport, and collaborates with students, staff, administration, families, community members, and agencies

- Collaborates with families, staff, administrators, and external agencies to help students establish goals, promote social and emotional learning, and post-secondary planning
- Implements an effective multi-tiered system of support, with administrators, teachers, families, and other school personnel
- Supports and collaborates with other school programs
- Serve on IEP or multidisciplinary teams as needed

B. Accountability and Progress Monitoring

- Along with stakeholders, uses data to make decisions regarding enhancements to the school counseling program
- Uses data to advocate for systemic change in response to the changing needs of the school and community, creating an optimal learning environment
- Develops appropriate interventions for student and monitors student progress in multiple ways

C. Program Planning, Management and Delivery

- Plans, organizes and delivers the school counseling program through school counseling curriculum, individual student planning and responsive services.
- Prioritizes tasks and manages time effectively in order to meet the needs of students, families, staff, and administrators
- Assists in the implementation of school screenings, programs, interventions, and progress monitoring as part of the student services team
- Serves as a resource for positive universal behavior practices
- Develops and/or utilizes materials and instructional strategies to meet student needs and school goals
- Promotes staff involvement to ensure the effective implementation of the counseling program
- Provides short-term individual or group counseling to students with identified needs/concerns
- School counselors recognize and respond to student mental health needs and assist students and families seeking additional resources
- Promotes equity, access, and academic success for every student
- Promotes post-secondary development through academic and career planning
- Utilizes effective interventions by applying culturally responsive, trauma-sensitive, and evidence-based interventions that support student success within a multi-tiered system of support
- Serves as a member of building level teams to provide support and assistance to students and families as they navigate crisis and emergency situations

- Address crisis situations, safety concerns (e.g., bullying, mental health crisis), and serve as a referral liaison

D. Professional

- Adheres to ASCA standards, modeling ethical behavior and professional growth
- Attends and actively participates in required District professional development programs.
- Participates in required staff meetings, open houses and conferences.
- Collaborates, supports and promotes the building and district's professional learning community.
- Develops and maintains positive and cooperative professional relationships with other school staff, stakeholders, and the community.
- Maintains awareness of, follows and implements all district policies, procedures and rules and applicable state and federal law.
- Cares for district resources, equipment and materials assigned to them and reports concerns regarding facilities to the designated supervisor.
- Keeps building administration and support personnel informed regarding behavioral situations that may warrant their attention.

E. Building and District

- Keeps accurate records and files required reports on a timely basis
- Adheres to District budgetary processes and controls.
- Provides supervision in non-classroom areas and situations in accordance with the building student management plan.
- Promotes and maintains a safe and healthy environment in the building.
- Responds to internal and external voicemail and email communications in a timely fashion.
- Provides direction and supervision for all activities to which they are assigned (coach, director, supervisor, advisor, chaperone, etc.)
- Participates in the development and implementation of District goals and plans; supports the development and implementation of school improvement initiatives.
- When applicable, provides direction and/or supervision for teaching assistants, paraeducators, student teachers, interns, and substitutes.

F. Other Functions

- Follows district policies and promotes a positive image of the District at all times.
- Perform other responsibilities as assigned by the building principal
- Properly handles confidential matters relating to students, staff and district records.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge, Skills, Abilities

- Written and verbal communication in English; write reports and business correspondence.
- Ability to analyze and interpret student data to inform interventions and programming.
- Comprehensive knowledge of school counseling principles and practices aligned with the Wisconsin Comprehensive School Counseling Model and ASCA National Model.
- Understanding of child and adolescent development, learning styles, and behavioral patterns.
- Familiarity with academic and career planning (ACP) processes and tools.
- Ability to apply common sense understanding to carry out instructions furnished in written, verbal, digital, or diagram form.
- Working knowledge of mental health concerns, trauma-informed practices, and crisis intervention strategies.
- Understanding of special education laws, Section 504, and student support services.
- Knowledge of college, career, and workforce readiness pathways, including postsecondary application processes.
- Awareness of cultural, socioeconomic, and linguistic diversity and strategies for equitable student support.
- Ability to define problems, collect data, establish facts, and draw valid conclusions and deal with problems involving several abstract and concrete variables in dynamic instructional settings.
- Proficiency in student information systems, scheduling software, and data reporting tools.
- Ability to work independently; Strong organizational and time management skills.
- Strong interpersonal and communication skills to work effectively with students, families, staff, and community agencies.
- Skill in individual and group counseling techniques for academic, career, and social/emotional development.
- Crisis management skills, including de-escalation, suicide prevention, and emergency referral.
- Skill in facilitating meetings such as IEPs, parent conferences, and multidisciplinary teams.
- Ability to deliver engaging classroom guidance lessons using age-appropriate instructional strategies.
- Competence in maintaining accurate and confidential records in compliance with FERPA and ethical standards.
- Proficiency in collaborative problem solving and conflict resolution.
- Ability to build trusting, supportive relationships with students from diverse backgrounds.
- Ability to serve as a resource and advocate for students' academic, personal, and social success.
- Flexibility to adjust counseling strategies to meet the needs of individual students or groups.

Physical Demands

The usual and customary duties require the following physical demands: Work involves walking, sitting, standing, bending, twisting, turning, lifting and carrying up to 25 pounds, and reaching. Ability to sit for prolonged periods of time. Phone and computer use. Manual dexterity using fine and gross motor skills is necessary. Good vision and hearing with corrective devices, as needed. Specific vision abilities required by this job include close vision to read and far vision to supervise students. The employee is directly responsible for safety, well-being or work output of other people. The position requires the individual to meet multiple demands from several people and interact with the public and other staff. The ability to talk, hear, and express and understand ideas and thoughts are constantly required.

The employee shall remain free of any alcohol or non-prescribed controlled substance in the workplace throughout their employment in the district.

Work Environment

This job is performed indoors in individual and group settings. The noise level in the work environment is moderate. May be exposed to bodily fluids and communicable diseases in a school environment, with proper protective measures provided. Duties as assigned may include travel within a single building or between buildings and a driver's license may be required for some assignments.

Legal Ref.: Sections 118.19 Wisconsin Statutes
 121.02
 PI 34

Adopted:

Revised: August 10, 2022
 August 2025